Data Transmission System (DTS)

DATE: January 30, 2007 **STATUS:** ORIGINAL SUBMISSION

Part B, Child count data are due February 1, 2007.

Please read the following basic guidelines before completing the Data Transmission System (DTS) forms:

- 1. To change the size and appearance of the text on the spreadsheet, select VIEW from the toolbar, select ZOOM, and then select the percentage increase or decrease.
- 2. Enter the appropriate data into the YELLOW shaded areas on each page of the form. Please be sure to read section heading descriptions so data are entered in the correct section. Also, be sure to enter any State and date information. The two-digit State postal code should appear on every page of the form. A list is available on PAGE1. Use the scroll bar or the up or down arrow keys to scroll through the list. Click on the appropriate State postal code to select it.
- 3. If you choose to cut and paste data from another area, use the PASTE SPECIAL option and select VALUES. This will protect the current formats.
- 4. Any comments regarding the submitted data should be entered on the last page of the workbook, titled COMMENTS.
- 5. Save the completed forms. Please be sure that your State postal code appears in the file name. (Example: Maryland IDEA06MD.XLS)
- 6. RED cells indicate computational errors or an error in reporting race/ethnicity. Sum totals for race/ethnicity should equal reported totals for disability. Please make sure there are NO RED CELLS before saving and submitting data.
- 7. Print the entire workbook by selecting, FILE, PRINT and then select ENTIRE WORKBOOK located in the 'PRINT WHAT' section. Send printed copies of the completed DTS forms to the Office of Special Education Programs (OSEP) at the following address:

Alexa Posny, Director
Office of Special Education Programs
U.S. Department of Education
Part B Data Reports
Program Support Services Group
Mail Stop 2600
550 12th Street, S.W.
Washington, D.C. 20202
Attn: Cheryl Broady

8. If you received your file by e-mail, please return electronic copies of completed DTS forms to Jessica Lautz at Westat.

jessicalautz@WESTAT.COM Westat 1650 Research Blvd. RA 1295 Rockville, MD 20850-3159

If you have any questions or comments, please contact Jessica Lautz at (301) 610-5597

TABLE 1 PAGE 1 OF 8

REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

FORM EXPIRES: 8/31/2009

OMB NO: 1820-0043

2006

STATE: UT - UTAH

SECTION A. DATA COLLECTION DATE

COUNT DATE:	12	1	<u>2006</u>	
	MONTH	DAY	YEAR	

TABLE 1 PAGE 2 OF 8

REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

FORM EXPIRES: 8/31/2009

OMB NO: 1820-0043

2006

STATE: UT - UTAH

SECTION B. DISCRETE AGE BY DISABILITY FOR CHILDREN AGES 3-5 RECEIVING SPECIAL EDUCATION

DISABILITY	AGE AS OF DATA COLLECTION DATE							
DISABILITY	3	4	5	3-5	3-5 (PERCENT) ¹			
MENTAL RETARDATION	8	11	27	46	1%			
HEARING IMPAIRMENTS	32	40	36	108	1%			
SPEECH OR LANGUAGE IMPAIRMENTS	724	1147	1505	3376	44%			
VISUAL IMPAIRMENTS	12	21	20	53	1%			
EMOTIONAL DISTURBANCE	1	0	13	14	0%			
ORTHOPEDIC IMPAIRMENTS	8	14	13	35	0%			
OTHER HEALTH IMPAIRMENTS	30	35	42	107	1%			
SPECIFIC LEARNING DISABILITIES	1	0	37	38	1%			
DEAF-BLINDNESS	2	4	2	8	0%			
MULTIPLE DISABILITIES	50	45	56	151	2%			
AUTISM	49	70	128	247	3%			
TRAUMATIC BRAIN INJURY	1	3	3	7	0%			
DEVELOPMENTAL DELAY ²	969	1348	1090	3407	45%			
TOTAL: (Sum of all of the above)	1887	2738	2972	7597	100%			

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

ED FORM:869-5

² States <u>must</u> have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

TABLE 1 PAGE 3 OF 8

REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

FORM EXPIRES: 8/31/2009

OMB NO: 1820-0043

2006

STATE: UT - UTAH

SECTION C. RACE/ETHNICITY BY DISABILITY OF CHILDREN AGES 3-5 RECEIVING SPECIAL EDUCATION

			RACE/ETHNICI	тү		
DISABILITY	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR OTHER PACIFIC ISLANDER	BLACK (NOT HISPANIC)	HISPANIC	WHITE (NOT HISPANIC)	TOTAL
MENTAL RETARDATION	1	0	0	6	39	46
HEARING IMPAIRMENTS	1	8	0	12	87	108
SPEECH OR LANGUAGE IMPAIRMENTS	52	38	21	299	2966	3376
VISUAL IMPAIRMENTS	0	2	3	7	41	53
EMOTIONAL DISTURBANCE	0	0	0	1	13	14
ORTHOPEDIC IMPAIRMENTS	3	0	0	4	28	35
OTHER HEALTH IMPAIRMENTS	1	3	1	9	93	107
SPECIFIC LEARNING DISABILITIES	1	0	1	3	33	38
DEAF-BLINDNESS	0	0	1	0	7	8
MULTIPLE DISABILITIES	2	2	0	32	115	151
AUTISM	1	4	1	14	227	247
TRAUMATIC BRAIN INJURY	0	0	0	2	5	7
DEVELOPMENTAL DELAY ¹	64	44	33	424	2842	3407
TOTAL: (Sum of all of the above)	126	101	61	813	6496	7597
TOTAL (PERCENT) ²	2%	1%	1%	11%	86%	100%

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ED FORM: 869-5

² STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

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TABLE 1

OMB NO.: 1820-0043

REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

FORM EXPIRES: 8/31/2009

2006

STATE: UT - UTAH

SECTION D. DISCRETE AGE BY DISABILITY OF CHILDREN AGE 6-21 RECEIVING SPECIAL EDUCATION

SECTION D. DISCRETE AGE BY DISABILITY OF CHI	AGE AS OF DATA COLLECTION DATE								
DISABILITY	6	7	8	9	10	11			
MENTAL RETARDATION	64	105	180	199	224	237			
HEARING IMPAIRMENTS	46	49	41	43	40	40			
SPEECH OR LANGUAGE IMPAIRMENTS	1841	2029	1894	1706	1314	819			
VISUAL IMPAIRMENTS	15	18	20	13	25	21			
EMOTIONAL DISTURBANCE	42	100	143	207	208	214			
ORTHOPEDIC IMPAIRMENTS	13	15	17	20	22	15			
OTHER HEALTH IMPAIRMENTS	85	144	231	282	301	309			
SPECIFIC LEARNING DISABILITIES	387	1117	2070	2485	2730	2804			
DEAF-BLINDNESS	1	2	2	3	3	3			
MULTIPLE DISABILITIES	83	87	102	111	109	95			
AUTISM	167	179	184	171	182	168			
TRAUMATIC BRAIN INJURY	10	5	13	15	11	23			
DEVELOPMENTAL DELAY1	836	491	147	32					
TOTAL: (Sum of all the above)	3590	4341	5044	5287	5169	4748			

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ED FORM:869-5

TABLE 1

REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

FORM EXPIRES: 8/31/2009

OMB NO.: 1820-0043

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2006

STATE: UT - UTAH

SECTION D (CONTINUED)

DISABILITY	AGE AS OF DATA COLLECTION DATE								
DISABILITY	12	13	14	15	16	17			
MENTAL RETARDATION	241	212	249	241	265	229			
HEARING IMPAIRMENTS	27	40	33	48	38	50			
SPEECH OR LANGUAGE IMPAIRMENTS	428	280	183	107	93	71			
VISUAL IMPAIRMENTS	19	14	15	13	18	16			
EMOTIONAL DISTURBANCE	232	263	283	296	262	192			
ORTHOPEDIC IMPAIRMENTS	16	12	7	10	10	12			
OTHER HEALTH IMPAIRMENTS	348	343	309	336	301	203			
SPECIFIC LEARNING DISABILITIES	2788	2573	2523	2554	2481	2087			
DEAF-BLINDNESS	3	3	5	6	0	4			
MULTIPLE DISABILITIES	104	110	105	86	74	88			
AUTISM	194	179	151	119	95	78			
TRAUMATIC BRAIN INJURY	32	29	36	40	28	31			
DEVELOPMENTAL DELAY									
TOTAL: (Sum of all the above)	4432	4058	3899	3856	3665	3061			

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TABLE 1

OMB NO.: 1820-0043

REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

FORM EXPIRES: 8/31/2009

2006

STATE: UT - UTAH

SECTION D (COUNTINUED)

	AGE AS OF COLLECTION DATE							
DISABILITY	18	19	20	21	6-21 (Actual Data)	22+ (Optional)	6-22+ (Optional)	6-21 (PERCENT) ¹
MENTAL RETARDATION	209	138	130	124	3047	0	0	6%
HEARING IMPAIRMENTS	20	11	3	2	531	0	0	1%
SPEECH OR LANGUAGE IMPAIRMENT	31	0	4	1	10801	0	0	20%
VISUAL IMPAIRMENT	10	0	0	0	217	0	0	0%
EMOTIONAL DISTURBANCE	82	12	7	2	2545	0	0	5%
ORTHOPEDIC IMPAIRMENTS	6	3	1	3	182	0	0	0%
OTHER HEALTH IMPAIRMENTS	99	26	12	12	3341	0	0	6%
SPECIFIC LEARNING DISABILITIES	796	111	63	32	27601	0	0	52%
DEAF-BLINDNESS	5	0	0	4	44	0	0	0%
MULTIPLE DISABILITIES	90	92	89	68	1493	0	0	3%
AUTISM	48	16	12	16	1959	0	0	4%
TRAUMATIC BRAIN INJURY	21	5	2	1	302	0	0	1%
DEVELOPMENTAL DELAY ²					1506		0	3%
TOTAL (Sum of all the above)	1417	414	323	265	53569	0	0	100%

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ED FORM: 869-5

² States <u>must</u> have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

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REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

FORM EXPIRES: 8/31/2009

OMB NO: 1820-0043

2006

STATE: UT - UTAH

SECTION E. RACE/ETHNICITY BY DISABILITY OF CHILDREN AGES 6-21 RECEIVING SPECIAL EDUCATION

		RACE/ETHNICITY						
DISABILITY	AMERICAN INDIAN	ASIAN OR OTHER	BLACK		WHITE			
	OR ALASKA NATIVE	PACIFIC ISLANDER	(NOT HISPANIC)	HISPANIC	(NOT HISPANIC)	TOTAL		
MENTAL RETARDATION	56	61	74	428	2428	3047		
HEARING IMPAIRMENTS	10	16	9	101	395	531		
SPEECH OR LANGUAGE IMPAIRMENTS	163	257	123	1106	9152	10801		
VISUAL IMPAIRMENTS	2	8	1	29	177	217		
EMOTIONAL DISTURBANCE	63	38	112	261	2071	2545		
ORTHOPEDIC IMPAIRMENTS	4	1	1	21	155	182		
OTHER HEALTH IMPAIRMENTS	44	42	66	213	2976	3341		
SPECIFIC LEARNING DISABILITIES	839	479	553	4945	20785	27601		
DEAF-BLINDNESS	2	2	0	5	35	44		
MULTIPLE DISABILITIES	39	30	38	169	1217	1493		
AUTISM	15	44	23	97	1780	1959		
TRAUMATIC BRAIN INJURY	7	7	5	38	245	302		
DEVELOPMENTAL DELAY ¹	35	28	24	239	1180	1506		
TOTAL (Sum of all the above)	1279	1013	1029	7652	42596	53569		
TOTAL (PERCENT) ²	2%	2%	2%	14%	80%	100%		

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ED FORM: 869-5

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TABLE 1 PAGE 8 OF 8

REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

FORM EXPIRES: 8/31/2009

OMB NO: 1820-0043

2006

REPORT DUE NO LATER THAN FEBRUARY 1

STATE: UT - UTAH

SECTION F. - CERTIFICATION

I CERTIFY that these data represent an accurate and unduplicated count of children with disabilities receiving special education and related services according to an Individualized Education Program on my State's designated child count date, which falls between October 1 and December 1 of 2006.

AUTHORIZING OFFICIAL

NAME AND TITLE (TYPE OR PRINT) SIGNATURE DATE OF SIGNATURE

ED FORM: 869-5

TABLE 1 COMMENTS

REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

2006

STATE: UT - UTAH	
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COMMENTS

One of our largest districts corrected their pre-school data and placed several hundred SLD reported last year in error in the proper disability categoriew. This explains the large
reduction in our preschool SLD for this reporting year.